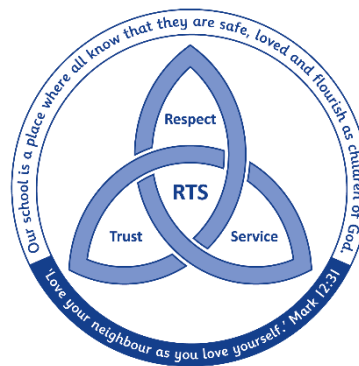


# Richard Taylor Church of England Primary School Pupil premium strategy statement 2023-2025



*This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.*

Our values statement for every child is that we create a school where all know that they are safe, loved and can flourish as children of God. Our three core values are Respect, Trust and Service.



## School Overview

Detail	Data
Richard Taylor Church of England Primary School	
Number of pupils in school	281
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2023-24/ 2024-25/25-26
Date this statement was published	12 <sup>th</sup> October 2024
Date on which it will be reviewed	Termly by LGB Standards and Curriculum Development Committee Next Annual Review: November 2024
Statement authorised by	Andrew Symonds
Pupil premium lead	Andrew Symonds
Governor / Trustee lead	Jan Johnson

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,980
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,980

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

### **YCST Shared Principles**

At Yorkshire Causeway Schools Trust, we believe in meeting the needs of all pupils, including pupils in receipt of the pupil premium grant with a school commitment to high quality learning. The values of the trust inform this approach.

**“Where everyone is valued and respected, where we share commitment to education that is ambitious, setting the highest expectations and where integrity is the foundation” (YCST vision statement)**

#### **Core Principles:**

High quality, inclusive teaching and learning for all

Provision that supports an improvement in well-being and/or an increase in academic attainment for all

**“Pupils with better health and wellbeing are likely to achieve better academically.” (The link between pupil health and well-being and attainment: Public Health England)**

Addressing barriers to learning and the characteristics of less successful learners

Monitoring and evaluation

A commitment to working collaboratively to provide challenge and support

These principles are based on current research evidence and are understood by all members of the school community. Whilst these are the shared principles of the trust, we recognise the individual settings and therefore needs of each of our schools are different.

**“Evidence shows that more good teaching for all pupils will especially benefit the most disadvantaged.” Sir Kevan Collins (Chief executive of the Education Endowment Foundation)**

#### **Our core principles are under-pinned by the following procedures:**

Strategic reviews with peer partners – once every three years

Case studies

Regular communications with parents

On-going school-based monitoring and evaluation

Class provision maps

Reports to Governors

Annual Pupil Premium Report \*

\*While we are required to post a report detailing the impact of how we have allocated funds from the Pupil Premium Grant, we do not conduct analysis on pupil premium students as a group, since our children do not always share similar needs. Data collected on such small groups is not statistically reliable.

***“Effective schools also recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups and individuals facing particular barriers.”***

**(Effective pupil premium reviews 2016: Teaching School Council)**

The guidelines on how schools use their Pupil Premium Grant state:

“It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility”. (DFE)

**The Rationale behind this approach and the Evidence used in developing this Action Plan**

In developing this plan YCST and the school has studied in detail the evidence of which strategies have the greatest impact on outcomes for disadvantaged children and used this to structure our Strategy Statement.

**In studying the evidence, the school has used the following sources:**

The Education Endowment Foundation Teaching and Learning Toolkit

The Education Endowment Foundation Summary Recommendations for making the best use of Teaching Assistants

Ofsted The Pupil Premium: an update Published July 2014

The Educational Endowment Foundation Using Evidence to Narrow the Gap: Effective Pupil Premium Spending

The National Governor’s Association Report, Pupil Premium: Assessing the impact of the pupil premium

Steve Higgins: Making the most of the pupil premium

Effective Pupil Premium Reviews 2016: Teaching School Council

The link between pupil health and well-being and attainment: Public Health England

Achievement Unlocked in North Yorkshire 2018

**We will use our Pupil Premium Grant to ensure that:**

- high quality teaching and learning opportunities meet the needs of all pupils
- that appropriate provision is made for pupils who belong to vulnerable groups
- the needs of disadvantaged pupils are adequately assessed and addressed

## Challenges BARRIERS TO EDUCATIONAL ACHIEVEMENT

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Many disadvantaged pupils and their families have social and emotional difficulties, including mental health issues including heightened levels of anxiety, which impact on their academic outcomes.
2	Disadvantaged children do not always see themselves as successful learners with the high aspirations for their futures as other children in school. This can have a significant impact on their progress measures.
3	Several children on the pupil premium register have identified additional learning difficulties
4	Poor stamina for learning and low growth mindset are two identified barriers for learning which impact on the learning of many disadvantaged pupils.

## Intended outcomes TARGET & DESIRED OUTCOME

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Identified Goals
<p><b>SDP Target One: Curriculum, Outcomes, Early Years and Professional Learning</b></p> <ul style="list-style-type: none"> <li>• <i>To improve teachers' subject and pedagogical knowledge of the maths mastery curriculum to raise standards in maths for children with pp funding</i></li> <li>• <i>All subject leads develop expert knowledge of their curriculum to ensure that the curriculum is designed and adapted to be ambitious and meet the needs of all pupils with PP funding</i></li> <li>• <i>Specific focus on improving reading fluency. There is a focus on communication and vocabulary throughout the curriculum.</i></li> <li>• <i>To ensure consistent delivery of Rocket Phonics Scheme and early reading strategies to increase knowledge of phonics and fluency in reading delivers above national average outcomes for children with PP funding.</i></li> </ul>
<p><b>SDP Target Two: SEN, Inclusion and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• <i>To ensure that all staff are effective in ensuring that children with additional needs can access the curriculum through the delivery of Adaptive Teaching Strategies.</i></li> </ul>

- To ensure children with Pupil Premium Funding receive effective support in accessing the curriculum.
- All staff undertake training on 'Trauma Informed Approach' which informs use of strong relationships to meet needs of vulnerable children.
- School applies YCST guidance on attendance and work collaboratively with families to target lateness.
- School demonstrates effective response to pupil voice survey to ensure children have positive approach to school and attendance remains above national comparison.

**SDP Target Three: Inclusion Extra Curriculum Offer & Personal Development.**

- To ensure that the school offers a wide range of enriching extra-curricular activities and that there is a strong take up from targeted groups including PP
- The school offers effective pastoral support using the staff mentoring programme for Yr6 pupils with PP funding
- The school to expand enrichment activities for children with PP funding.

**Activity in this academic year ACTIONS**

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

**Teaching (for example, CPD, recruitment and retention)**

**Budgeted cost: £13,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Increase SLT non-contact time</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	one afternoon per week for 2024-25 £6,000
<i>Further whole staff CPD in use of Rocket Phonics Scheme. SLT to model intervention programme delivery half termly</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	£2000
<i>SEND CPD course Fees and Training</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	£1,000
<i>Staff CPD to focus on Adaptive teaching and trauma aware support techniques</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	Additional SLT release time to support implementation of agreed strategies Two mornings per half term. (6 mornings) £4,000

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £21,500**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Class based support staff to deliver intervention programmes that target identified needs within each class. As recorded on class provision maps. *see class provision maps for detailed breakdown of targeted provision.</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021 <i>Standardised Assessment Tools and teacher led diagnostic assessments.</i>	<i>£16,000</i>
<i>Investment in online learning platforms- TT Rockstars (example) to support recall strategies.</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021 <i>Standardised Assessment Tools and teacher led diagnostic assessments.</i>	<i>Annual Subscription to TT Rockstars £500</i>
<i>Implementation of KS1 early intervention support programme for phonics Additional staff to provide, pre teach and catch up interventions</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	<i>£5,000</i>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £10,500**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Further investment in development of Thrive Room and Family Meeting Space</i>	<i>Identified need to support pupil and parent mental health and wellbeing</i>	<i>£500</i>
<i>Continued funding of online safeguarding systems (CPOMS) to monitor the attendance and wellbeing of pupils</i>	<i>Agreed as a whole trust strategy for supporting safeguarding and wellbeing</i>	<i>£1,500</i>
<i>Art Therapy Sessions for targeted children</i>	<i>Identified need to support pupil mental health and wellbeing</i>	<i>£1,000</i>

<i>To fund additional staffing hours to deliver additional wellbeing, mindfulness and Thrive activities for identified groups</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	<i>One afternoon per week £4,000</i>
<i>After school football club run by Harrogate Town FC</i>	<i>Identified need to support pupil mental health and wellbeing Free access to children in receipt of PP funding</i>	<i>£500</i>
<i>Further development of Forest School Programme</i>	<i>Expanding the Forest School Programme to include targeted after school club over a 12-week period</i>	<i>£1000</i>
<i>Development of school website as platform for signposting additional support and providing home learning opportunities</i>	<i>New web platform created and staff trained in maintenance of website</i>	<i>£2,000</i>

## **Total Costing**

**Teaching: £13,000**

**Targeted Academic Support: £21,500**

**Wider Strategies: £10,500**

**Reserve for responding positively to ongoing challenges £12,980 (to be committed following spring term review)**

**Total budgeted cost: £57,980**



## Part B: Review of outcomes in the previous academic year 2023-2024

### Pupil premium strategy outcomes SUMMARY REVIEW OF IMPACT

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<b><u>Pupil Tracking and Attainment.</u></b>	
<p>35% of this group are identified on the SEN register for significant additional needs. The remaining are all included in intervention groups at the start of the current academic year.</p>	
<b>Target</b>	<b>Impact</b>
<p><b>SDP Target One, Quality of Education:</b> To raise standards in writing and phonics across school. To ensure that children in receipt of pupil premium funding achieve ARE in writing and phonics across all cohorts based upon baseline attainment. HT to report termly to SEN and Inclusion governors on progress of pupils identified for PP funding.</p>	<p>Attainment at ends of year for children identified for pupil premium funding is *** when compared to non PP children The percentage of PP children on SEN register is significantly higher than non-PP children End of Yr6 57% of PP children were on SEN register. 43% achieved ARE in Reading and Maths End of Yr1 phonics no PP children on SEN register 87% achieved required phonics score (above national average)</p>
<p><b>SDP Target Two, Personal Development:</b> To review current systems in place to ensure that the school is meeting the needs of all children identified as eligible for PP funding. Target SEN support in line with YCST principles. Every child will be identified on class provision maps. Identified children will have personalised goals maps. All staff will receive the CPD required to support catch up and keep up programmes. School to ensure that every child eligible for PP funding has access to a wellbeing programme in school.</p>	<p>Data analysis shows positive outcomes for children receiving pupil premium funding. Support staff timetables were re structured to ensure greater access to pre-teach and instant catch up programmes. Outcomes in phonics assessment exceeded targets. Outcomes at the end of Yr6 and in Yr4 multiplication tests placed school in top 15% nationally. All staff engaged in national college training CPD to develop knowledge of specific needs. Jigsaw PSHE programme funded and introduced across school to ensure access to wellbeing programme.</p>

<p><i>School to monitor and positively encourage PP children to access after school clubs and activities.</i></p>	<p><i>School clubs and activities saw an increase in the attendance of children receiving PP funding.</i></p>
<p><b><i>SDP Target Three, Leadership and Management</i></b>  <i>To review the school's existing PSHE curriculum to ensure that it is consistent in ensuring all children get the correct coverage across school. To review assessment of non-core subjects and ensure school uses Arbor effectively to record and monitor pupil progress.</i>  <i>School to ensure all children eligible for PP funding are achieving age related expectations in all curriculum areas.</i>  <i>School to ensure that children eligible for PP funding engage in Jigsaw PSHE programme and have access to additional support to support wellbeing</i></p>	<p><i>Jigsaw PSHE programme funded and introduced across school to ensure access to wellbeing programme. Monitoring and feedback reflects positive engagement of children receiving PP funding.</i>  <i>Arbor now being used by all teaching staff to effectively monitor pupil progress. PP children not on SEND register achieved age-related expectations.</i></p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£1,600 Allocation used to support access to intervention groups.
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*